Unesco Chronicle

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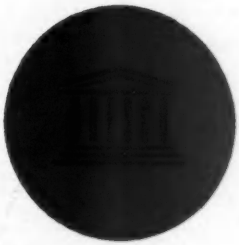

A monthly report from Unesco House

MC/PLI

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The International Campaign for Museums

'A museum is not just a repository of large and small objects bearing witness to the past or to the present', writes Mr. Georges Salles, Director of the Musées de France and President of the International Council of Museums, 'it is also a laboratory, a theatre, a place of instruction'. For scholars and students, the museum represents the very substance of their research and their writings; for teachers and educators in general it is an auxiliary which enlivens all teaching methods. For children, it opens up new worlds and undreamed-of prospects. And to the man in the street it offers the joy of knowledge, together with the pleasure derived from the contemplation of a work of art.

But a museum is far more than that. To quote Mr. Salles again, 'In all the world it is one of the places where it is easiest, most natural, to establish contacts, regular exchanges and understanding between peoples'. Modern exhibition methods and the constantly improving techniques used in the arrangement and display of objects and documents are no doubt among the most effective means of giving the general public a clearer realization of the interdependence of mankind. For the purpose of drawing attention both to the part played by museums in the promotion of international understanding and to their importance in the life of the national community, Unesco organized, throughout the world, a campaign for museums, which reached its climax in the second week of October.

Every country contributed, according to its resources, to International Museums Week. Even those whose facilities are few distributed the posters issued by Unesco—a black spiral on a background of yellow, red and blue bands; they also organized a competition of children's drawings as part of a large international competition.

Some States took this opportunity to open new museums or new galleries to the public: for instance, a school science museum in Ceylon, a science museum in Budapest, an art and archaeology section in the museum at Jerusalem, two museums in India (one of them situated in the very place where Buddha was inspired with his religious vocation).

Several countries, including Greece, Japan and the Netherlands, were to publish much-needed guide books and catalogues; others displayed new acquisitions. In the United States of America, for example, where more than two hundred museums took part in the campaign, the Metropo-

litan Museum of New York was to open its new hall of armour; whilst in Italy, the Leonardo da Vinci Museum in Milan opened a Marconi room. Other countries are organizing exhibitions: the museum at La Paz, Bolivia, showed objects from excavations in Peru and northern Argentina; a Rembrandt exhibition was being held in Hungary; with the needs of the peasant and nomad population in mind, the Iraqi authorities prepared a travelling exhibition on 'Writing, its Invention and Development'.

In the United States of America, several exhibitions emphasized the use that can be made of museums for the benefit of the community and the advancement of international understanding. Thus, the Cleveland Museum of Art organized an important show entitled 'Art, the Universal Language'. The Canton Art Institute in Ohio arranged for exchanges of series of children's drawings with Mexico, Japan, Israel and five South American countries.

Concerts also were given in a number of museums. France and Poland inaugurated the 'Week' with a performance of Darius Milhaud's *Cantate*, at the Louvre and the National Museum of Warsaw respectively. This event marked the first opening of the latter museum since the war. In Paris there were other celebrations, at the Louvre and the Hôtel de Lauzun; and in London a ceremony at the National Gallery at which the Queen Mother was to be present.

For several years past, the Louvre authorities have had some of the galleries floodlit on Friday evenings so that visitors can see the works of art housed there from a new angle. Various museums have followed this example and marked the opening of International Museums Week by arranging an evening visit; collections in Bolivia, Japan and the town of Arnhem in the Netherlands, for instance, have been floodlit from eight o'clock to midnight. The main consideration, however, was to attract the public. Some curators—notably in Greece, Israel and Japan—waived entrance charges during the campaign, while special stamps and post cards and the illumination of buildings also helped towards this object.

Museums in all countries, whether dedicated to archaeology, ethnography, technology, history, science or the arts, have thus been associated, each according to its special branch of study and its programme, in this great cultural celebration sponsored by Unesco.

The Cultural Integration of Immigrants [1]

W. D. Borrie
of the Australian National University, Canberra

The Conference lately held in Havana may be considered as the third phase in a series of studies relating to problems of integration with which Unesco has been associated over the past seven years. The first phase was the conference sponsored by the International Population Union in Geneva in 1949 to discuss the cultural assimilation of immigrants. The second phase developed from a meeting sponsored by Unesco in Paris in 1950 which planned the preparation of a number of studies in different countries. The Havana Conference was planned in collaboration with the governments of the receiving countries, as well as with several intergovernmental and non-governmental agencies and individual specialists. It was attended by some forty persons, of whom seventeen represented countries of immigration [2] and six acted as observers for countries of emigration [3].

Several statements and a discussion were concerned with practices and institutions intended to assist the cultural integration of immigrants. This discussion indicated that both concepts and practices differ greatly in the various countries according to such factors as the cultural background of the receiving country, the degree of cultural differences between migrants and non-migrants, and the pattern of settlement of the migrant (e.g. rural group settlement, urban settlement, etc.). Nevertheless it was clear that in all countries both the State and non-governmental agencies are becoming increasingly conscious of the importance of positive action to assist immigrants in overcoming problems associated with their initial settlement. The discussion clarified the particular problems which exist in each country in regard to economic absorption, language facility, the granting of citizenship rights, and so on. It also brought out the importance of collaboration between governments of sending and receiving countries and the role of intergovernmental agencies in the selection and pre-training of immigrants.

The Conference discussed the problem of cultural integration and endeavoured to clarify the concepts of 'assimilation' and 'integration'. These

1. As part of its programme of studies on population movements, Unesco organized this year, in Cuba, an international conference on the cultural integration of immigrants. The account here published is from an eminent Australian specialist who was both chairman and general rapporteur of the Conference.
2. Australia, Brazil, Canada, Chile, Colombia, Costa Rica, Dominican Republic, France, Israel, New Zealand, United States of America and Venezuela.
3. German Federal Republic, Italy, Japan, Netherlands and Spain.

are difficult concepts, on which there is not yet complete agreement amongst social scientists. Without minimizing the importance of clarifying them, the Conference took the view that its function was primarily to concern itself with essentially practical aspects of the process of settling migrants. It was generally accepted that complete conformity between migrant and non-migrant, certainly in the first and even in the second generation, was neither practicable nor desirable. The discussion also suggested that the areas in which the receiving countries required cultural uniformity by the migrants are tending to become smaller than in the past, and that consequently a wider degree of cultural differentiation is now being permitted, and indeed in some countries is being encouraged as an aid to the total and long-term process of settling immigrants.

ECONOMIC FACTORS AND FAMILY PROBLEMS

From this point the Conference took up the discussion of specific items of a more practical character, with the object of ascertaining the significance of each in the successful settlement of the immigrant in his new social and cultural milieu. Successful economic absorption of the immigrant is essential to the total progress of integration, but mere economic planning is by no means the only thing needed. Successful economic absorption requires migration to be kept within the nation's economic capacity; and this concept alone raises difficult problems which the Conference could not discuss at any length but which had been the subject of careful study at a previous conference organized by the International Economic Association. The Havana Conference was more concerned to emphasize the importance of reciprocal rights in social security, adequate facility in language to assist economic absorption, careful selection, the role to be played by trade union and employer organizations in assisting the immigrant during his initial phase of settlement.

The Conference unanimously recognized that any long-term immigration programme must be based essentially upon family migration. But family migration clearly carries with it problems of cultural integration which require special action by both governmental and non-governmental bodies. Indeed family migration may for a period encourage the retention of social and cultural traits of the areas of origin, although this could be an aid to successful settlement in non-cultural matters. Different rates of integration are generally observed amongst members of the family unit. For example, children tend to acquire new languages quickly through the influence of compulsory education; husbands also tend to acquire enough of the language for economic purposes through associations at work; by contrast, mothers in the home and the aged tend to remain largely isolated from influences encouraging language facility and to be dependent upon the

language, customs, and social habits of their countries of origin. In this situation association with both the culture of the areas of origin and the culture of the country of adoption is very necessary for the family unit as a whole, and an important problem to be faced by governmental and non-governmental agencies is how to encourage this multi-cultural situation without at the same time encouraging disorganization within the family. The Conference emphasized that the solution of these family problems required sympathetic understanding by the non-migrants and the education of these non-migrants to an appreciation and knowledge of the history, geography and culture of the areas from which the immigrants come.

PROBLEMS OF EDUCATION AND COMMUNICATION

While modern techniques of mass communication (press, radio, television, etc.) are greatly extending the opportunities for educating immigrants in the 'ways of life' of the countries in which they settle, only limited understanding will be gained by some groups (e.g. the aged and women in the home) who have relatively few daily contacts with the receiving society, compared with children and bread-winners. While the Conference emphasized the role of formal education as well as mass media of instruction in encouraging immigrants' knowledge and understanding of the culture of the society of adoption, it was again pointed out that association with the culture of origin remains important for the first generation immigrants. Therefore the Conference drew attention to the part which a foreign language press could play by serving as a medium of association with values derived from their original culture and still important to the immigrants, as well as a medium, in the language of the area of origin and therefore readily understood, through which the immigrants could extend their understanding of the cultures of their countries of adoption.

These factors of economic absorption, language facility, education and mass communication were all examined from the point of view of encouraging the participation of immigrants in cultural life, both through positive action by the immigrants and through understanding of the immigrants on the part of the indigenous population. It was realized, however, that such intermingling was not always possible, particularly in countries where immigration was still being deliberately encouraged through group settlements in relatively isolated areas. Illustrations given to the Conference by representatives of countries which have had recent experience of such group settlements made it quite clear that these settlements present problems of their own. In rural group settlements, for example, successful economic planning alone might leave the migrants in a state of cultural disintegration, as their association with their original culture became more remote and their continued isolation restricted association with the culture

of the country of adoption. The Conference observed that in such rural group settlements careful attention should be paid to this problem of cultural transition when the initial economic plans were made. The attention of the experts at Havana was drawn to the need for further study of other problems in relation to the formation of groups or enclaves within urban or other areas not geographically isolated from the non-migrant population. While group association to the point of segregation between the migrant and non-migrant population was to be avoided, the migrants' freedom to associate with their ethnic groups was nevertheless essential to successful settlement.

REQUIREMENTS OF THE RECEIVING COUNTRIES AND OF IMMIGRANTS

The Conference turned closer attention to the requirements of the receiving countries on the one hand and the rights and expectations of immigrants on the other. It was accepted that all migrants must expect to undergo a period of 'apprenticeship' before they can become full participating members of their new societies; but it was equally emphasized that, once the period of apprenticeship had been served and the immigrants had become naturalized, they should have equality of rights as well as of duties. It was important that the potential immigrant should have an adequate understanding of the ways of life and concepts of citizenship in the receiving countries. This was a field in which, again, close collaboration should be maintained between sending and receiving governments. The attention of the delegates was also drawn to the importance of accurate factual statements which the migrant could study before embarkation; it was therefore recommended that Unesco should endeavour to encourage the preparation of such manuals of information.

But while such pre-training was recognized as an important aid to adjustment after settlement, the Conference acknowledged that adjustment was a long and difficult process even in the best of circumstances. It was further felt that there might be a danger of attempting to deal with every situation by a universal rule of thumb. With the exception of forced or refugee migration, where psychological problems become predominant and largely isolated from institutional settings, the immigrants' psychological reactions need to be considered against the background of concrete situations associated with the institutional and cultural framework of the areas in which they settle.

The solution of such problems depends upon the establishment of effective communication between immigrant groups and corresponding groups of the receiving society, and upon the extent to which these groups find one another mutually acceptable. Hence the psychological problems have to be studied first in the home, in relation to family matters, in relation to basic housing and accommodation needs, in relation to work

situations, and so on. While psychological factors are involved throughout the whole area of migrants' resettlement, a fundamental need is the re-establishment of those immediate personal social relationships which form the cohesive basis of the immigrant's life. If this could be achieved initially, the task of extending satisfactory relationships with the wider society would be greatly facilitated.

The foregoing summarizes conclusions reached by the experts at the Conference convened by Unesco in Havana.

NEWS ITEMS

Executive Board

REPORT ON THE FORTY-FOURTH SESSION
(Paris, 11 July to 2 August 1956)[1]

The Executive Board held its forty-fourth session in Paris from 11 July to 2 August 1956, under the chairmanship of Sir Arcot L. Mudaliar (India), assisted by Professor Oscar Secco Ellauri (Uruguay) and Dr. Vittorino Veronese (Italy), Vice-Chairmen. The following also took part in the work of the session: Dr. Mohammed Awad (Egypt), Dr. Frans Bender (Netherlands), Professor Paulo E. de Berredo Carneiro (Brazil), Dr. Juan Estelrich y Artigues (Spain), H.E. Dr. Orestes Ferrar Marino (Cuba), H.E. Mr. Toru Haguiwara (Japan) (deputy: Dr. P. Kuntjoro), H.E. Mr. Vladimir S. Kemenov (Union of Soviet Socialist Republics), Professor Henri Laugier (France) (deputy: Mr. J.-P. Cabouat), Mom Luang Pin Malakul (Thailand), Mgr. Jean Maroun (Lebanon), H.E. Dr. José R. Martinez Cobo (Ecuador) (deputy: Dr. Luis E. Jaramillo), Professor Nathaniel V. Massaquoi (Liberia), Professor Jakob Nielsen (Denmark), H.E. Dr. G. A. Raadi (Iran), Dr. Maria Schlueter-Hermkes (German Federal Republic), Mr. S. M. Sharif (Pakistan), Dr. Athelstan F. Spilhaus (United States of America) (deputies: Mr. E. G. Trueblood, Miss C. Laise and Mr. M. McCullough), and Sir Ben Bowen Thomas (United Kingdom) (deputy: Mr. F. R. Cowell).

Representatives of the United Nations (Messrs. David Blickenstaff, J. Dupuy and T. d'Oultremont), the Food and Agriculture Organization of the United Nations (Messrs. N. Heseltine and A. G. Orbaneja), the International Civil Aviation Organization (Mr. L. Bedin), the International Labour Organisation (Mrs. L. Jouhaux), the World Health Organization (Dr. E. Grzegorzewski and Dr. M. H. Hafezi) and the World Meteorological Organization (Miss M. A. Martin-Sané) were also present. The Council of Europe sent an observer (Mr. R. Crivon). The Unesco Secretariat was represented by Mr. Luther H. Evans and several officials.

After adopting the provisional agenda and before approving the minutes of its forty-third session, the Board accepted the resignation of Mr. Alexander Solodovnikov (U.S.S.R.) and appointed in his place H.E. Mr. Vladimir S. Kemenov, permanent delegate of the Union of Soviet Socialist Republics to Unesco. It examined the reports by the Director-General on the activities of the Organization in 1955 and the first six months of 1956.

1. This report follows the agenda adopted by the Board. It is based on document 44/EX/Decisions, which gives all the necessary references to the working papers prepared for the discussions and to the reports approved during the session.

The Board discussed the organization of work of the ninth session of the General Conference of Unesco, which is to be held in New Delhi in November. It expressed the hope that the representatives of Member States would concern themselves particularly, in their speeches during the general discussion, with major educational, scientific and cultural problems which Unesco will have to face in the future, including those covered by the major projects suggested in the Proposed Programme and Budget for 1957-58. The members of the Board also recommended that the Conference establish, within the framework of its Programme Commission, six working parties whose respective terms of reference would be to examine: (a) the draft text of international regulations regarding archaeological excavations; (b) the draft text of international regulations for international competitions in architecture and town planning; (c) the possibility of regulations on international exchanges of publications and the standardization of educational statistics, and the advisability of a convention on the so-called 'neighbouring' rights to copyright; (d) general policy and administrative problems involved in major projects; (e) the redefinition of fundamental education; (f) the report of the Chairman of the International Commission for a *History of the Scientific and Cultural Development of Mankind.*

After discussing the admission to the General Conference of observers appointed either by States which are not members of the United Nations nor of Unesco or by various international non-governmental organizations, the Board gave preliminary consideration to several documents for the General Conference. It made a number of recommendations to the Conference, concerning, in particular: (a) the scale and currency of contributions of Member States for 1957-58; (b) the financial report of the Director-General and that of the external auditors thereon for the year ended 31 December 1955; (c) the financial statement as at 31 December 1955, with respect to the Expanded Programme of Technical Assistance; (d) two reports on decentralization of Unesco's activities, one on the structure and methods of National Commissions, the other on the evaluation of the methods and achievements of the Regional Office for the Western Hemisphere.

The Board then turned to the preparation of the reports which it was to submit to the General Conference in November. It adopted, with some amendments, the comments on the Director-General's reports on the activities of Unesco from 1 January 1955 to 30 June 1956, drawn up by a committee of five members under the chairmanship of Mr. Secco Ellauri. Sir Arcot L. Mudaliar was invited to present an oral report to the Conference on the Board's own activities during the past two years.

The Board devoted the greater part of its time to the study of the Proposed Programme and Budget for 1957-58, submitted to it by the Director-General. It considered the report of a special committee—called the 'Committee of Nine'—under the chairmanship of Mr. Veronese, which was responsible for 'studying the relationship between the proposed activities and their staffing and budget estimates'. Following the Board's discussions, a drafting committee, consisting of Mr. Kemenov (chairman) and Messrs. Laugier, Martinez Cobo, Spilhaus and Sir Ben Bowen Thomas, prepared draft comments and recommendations for the General Conference. With a few changes, this document was approved by the Board. It includes: (a) a recommendation to the General Conference that it adopt the three major projects (the extension of primary education in Latin America, scientific

research on arid lands, and the mutual appreciation of Eastern and Western cultural values); (b) a request to the Director-General that he re-examine the staff needs of Unesco for 1957 and 1958 and submit to a later session of the Board a report on the number of staff members required to ensure the efficient operation of the Organization; (c) a series of considerations on the conditions under which the work plans approved by the General Conference can be modified during the execution of the programme; (d) various remarks on Unesco publications and the need to reduce the number and length of official documents; (e) indications regarding the conditions in which it would be possible to carry out the structural reforms proposed by the Director-General, which aim at maximum organizational integration of the regular programme and the Expanded Programme of Technical Assistance. The Director-General was invited: (a) to re-examine the Proposed Programme and Budget, in order to determine how far the increases suggested by the Board could be absorbed in the total expenditure originally proposed ($21,600,000); (b) to indicate to the General Conference any increases which, in his opinion, could not be thus absorbed without prejudice to the programme of the Organization, and the adoption of which would require a higher total expenditure for 1957-58.

After adopting the report of the working party responsible for studying, under the chairmanship of Mr. Bender, the question of the celebration of centenaries of great men, the Board requested another working party, consisting of Messrs. Awad, Bender, Nielsen, Mrs. Schlueter-Hermkes and Sir Ben Bowen Thomas, to study the situation of the Unesco Institute for Social Sciences at Cologne.

The Board also gave its attention to the execution of the current programme and, in particular, to the future of the Latin American Regional Fundamental Education Centre (CREFAL) and the Arab States Fundamental Education Centre (ASFEC). After considering the recommendations made by the Administrative Committee on Co-ordination of the United Nations and the Specialized Agencies[1] and by the Arab States Advisory Committee for ASFEC, the Board took the view that the centres at Patzcuaro and Sirs-el-Layyan 'should continue on an inter-agency basis'. They should continue to provide international services for experimental studies, teacher training, and the production of educational materials for economic and social development projects. Unesco should continue to assume the costs of stipends in 1957 and 1958, on requests to be submitted by governments under the programme of participation in Member States' activities.

The Board decided to invite Morocco and Tunisia to the Nineteenth International Conference on Public Education. On a provisional basis, pending a general review of the system of advisory committees, it approved the draft statutes of the new International Advisory Committee for Humid Tropics Research and the new statutes of the International Committee on Monuments. The Board also took note of information supplied to it on the operation and costs of Unesco's language services.

The Board decided to recommend to the General Conference that Tunisia

1. Following an inquiry held from June 1955 to March 1956. See *Unesco Chronicle*, vol. II, no. 4, p. 123.

and Morocco be admitted to membership of the Organization. It expressed its satisfaction at the increased co-ordination of Unesco's work with that of the United Nations as regards economic and social development and the peaceful uses of atomic energy. The Board approved the text of the third report of the Special Committee, under the chairmanship of Mr. Raadi, set up to consider draft comments by Unesco on the annual reports of Member States which administer trust territories. On the proposal of a working party presided over by Mr. Nielsen, it also approved the text of the comments by the Organization on the draft report of the special rapporteur of the United Nations concerning discrimination in education.

The Executive Board had before it several questions relating to international non-governmental organizations; it approved: (a) certain modifications of terms of subventions granted for 1955 and 1956; (b) the text of an agreement between Unesco and the International Association of Plastic Arts (subject to ratification by the General Conference); (c) simplification of the procedure regarding the terms of approval of subventions granted to the International Council for Philosophy and Humanistic Studies; (d) a proposed supplementary subvention of $3,000 to the Special Committee for the International Geophysical Year 1957-1958.

The Director-General was also authorized to negotiate with the Secretary-General of the League of Arab States a draft agreement for co-operation between the two organizations. In addition he was invited to send a representative to the conference to be convened for the purpose of discussing and approving the statute of the International Atomic Energy Agency; the Board hoped that Unesco's work in the field of atomic energy would be associated to the fullest possible extent with the activities of the proposed organization.

After discussing various financial questions—transfers within the 1956 budget, use of Pension Fund capital for housing loans to staff, salary and allowance system—the members of the Board authorized the Director-General to accept the generous offer of Mr. and Mrs. Olof Aschberg, who had offered to donate to the Organization the Château du Bois du Rocher, at Jouy-en-Josas near Paris. Lastly, they requested the Secretariat to send a circular letter to Member States, inviting them to consider the feasibility of issuing a postage stamp for promoting friendship among the children of the world.

The next session of the Board will be held in New Delhi, beginning 31 October.

Member States

NEW MEMBER

Rumania. The instrument of acceptance by Rumania of the Constitution of Unesco was deposited at the Foreign Office in London on 27 July 1956. Rumania thus becomes the seventy-sixth Member State of Unesco.

PERMANENT DELEGATIONS TO UNESCO

Bulgaria. Professor Evguéni Kamenov, Bulgarian Minister in Paris, has been appointed permanent delegate of the People's Republic of Bulgaria to Unesco. Mr. Bogomil Nikilov Rainov, first press attaché at the Bulgarian Legation in Paris, has been appointed deputy delegate.

Colombia. Dr. Julio Asuad has been appointed adviser to the Colombian delegation to Unesco.

Mexico. Mr. Silvio Zavala has been appointed permanent delegate of Mexico to Unesco in succession to Dr. Ignacio Bernal, who is taking up other duties.

Panama. Mrs. Ottilia Tejeira, who has been acting as secretary of the Panamanian National Commission, has been appointed permanent delegate of that country to Unesco.

IMPLEMENTATION OF INTERNATIONAL CONVENTIONS

Reduction of Import Duties on Educational, Scientific and Cultural Materials

Following the conference which was recently held in Geneva by the Contracting Parties to the General Agreement on Tariffs and Trade (GATT), 14 countries decided to reduce import duties on certain objects of an educational, scientific or cultural character. It will be remembered that the conference had had before it a proposal by the Director-General of Unesco that duties on such materials should be reduced.

An analysis of the new schedule of concessions negotiated at the GATT conference shows that: duties have been reduced on maps and charts by the United States of America; on films by Chile and Sweden; on sound recordings by Belgium, the German Federal Republic, Italy, Luxembourg and the Netherlands; on radio receivers or parts by the German Federal Republic, Norway, Sweden and the United Kingdom; on television receivers by Japan; on various scientific instruments by France, Italy, Sweden, United Kingdom and United States of America; on newsprint by Canada; and on printing paper by the United Kingdom.

National Commissions

Visits to Unesco's Headquarters. In June and July, the chairman of the National Commissions of Italy and Lebanon, Messrs. Egidio Reale and Fuad Ammun, paid official visits to Unesco Headquarters. During the same period, the secretary of the Liberian National Commission, Mrs. Rosina Morgan, and the assistant secretaries of the National Commissions of the Netherlands and Yugoslavia, Mr. M. Van Loosdrecht and Mrs. Vlatka Culekn, visited Unesco House for purposes of study.

Bulgaria. A National Commission for Unesco has lately been constituted under the chairmanship of Mr. Ruben Avramov, Minister of Culture. The first meeting of this new body, consisting of 18 members, was held in Sofia on 5 July and was attended by Mr. Karlo Lukanov, Vice-President of the Council of Ministers. Mr. Chudomir Petrov, Vice-President of the Committee for Friendship and Cultural Relations with Foreign Countries, is responsible for the secretariat of the Commission.

German Federal Republic. The National Commission for Unesco organized a seminar on art education for adults which was held at Haltern-am-See, in the Ruhr, from 15 to 21 July. It was attended by 65 artists and teachers from the following 13 countries: Austria, Belgium, Denmark, France, German Federal Republic, Haiti, Italy, Netherlands, Norway, Sweden, Switzerland, United Kingdom and Yugoslavia. The participants studied the opportunities afforded in this field by the visual arts, music and drama. They recommended the establishment of a number of local cultural centres, suggested the organization of travel abroad—both for teachers and for amateur artists—and asked Unesco to supply the centres for art education with the necessary films, filmstrips and records.

Hungary. Five sub-commissions, responsible respectively for the study of educational, cultural, scientific, literary and librarianship problems, have lately been set up by the National Commission for Unesco.

Iran. The National Commission for Unesco was recently augmented by the addition of nine new members.

Sweden. On the resignation of Professor Ingemar Düring, Mr. Ragnar Lund, formerly vice-chairman, was appointed chairman of the National Commission for Unesco.

A regional seminar on art education for adults was held at Idaröd, from 6 to 16 June, under the auspices of the National Commission.

Secretariat

HEADQUARTERS SERVICES

DIRECTORATE-GENERAL

Official Visits

The Director-General spent a day in Washington (11 June) and a day in New York (12 June), discussing Unesco affairs with authorities of the Government of the United States of America, the United Nations, the Organization of American States, and certain private foundations. He was accompanied by Mr. René Maheu, Unesco Representative to the United Nations.

At Limoges, on 8 July, Mr. Luther H. Evans attended the ceremonies organized in connexion with the cultural and artistic experiment initiated

in the Department of Haute-Vienne by the French National Commission for Unesco.

The following day, in Geneva, he spoke at the opening meeting of the Nineteenth International Conference on Public Education and at the meeting of experts convened by Unesco to study the contribution of the social sciences to peaceful co-operation between nations. In the afternoon he was present at the closing session of the Fourth General Conference of the International Council of Museums (ICOM) and spoke on the role of ICOM and Unesco's contribution to the development of museums.

On 13 July Mr. Evans again visited Geneva, to attend the first session of the Sub-Committee on Atomic Energy (SUBATOM) and the final discussions of the meeting of experts on peaceful co-operation. On 13 and 14 July he attended the session of the Administrative Committee on Co-ordination of the United Nations and the Specialized Agencies.

STAFF APPOINTMENTS

Office of the Director-General. Mr. Claude Lussier (Canada) has been promoted to the post of senior legal officer.

Department of Education. Mr. Gabriel Rousseau (Canada), former director-general of arts and crafts schools of the Province of Quebec and regional director of the Federal Provincial Programme of Vocational Training, has been appointed programme specialist for vocational education and vocational guidance in the Secondary Education Division.

Department of Social Sciences. Mr. Pandharinath Prabhu (India), teacher of applied psychology and director of social research at the Tata Institute of Social Sciences, Bombay, has been appointed to the Research Centre on the Social Implications of Industrialization in South Asia, Calcutta.

Mr. Henri Richard (Canada) has been appointed programme assistant in the Division of Applied Social Sciences.

Department of Cultural Activities. Miss Francisca Klaver (Netherlands) has been appointed programme assistant in the Copyright Section.

Department of Mass Communication. Mr. Boris Sobolev (Union of Soviet Socialist Republics), formerly in charge of film export in Sovexportfilm in Moscow, has been appointed television assistant.

Documents and Publications Service. Mr. J. H. U. Lambert (United Kingdom), gas been appointed senior reviser in the English Translation Section, and Mrs. Julia Rodriguez (France) has been appointed reviser in the Spanish Translation Section. Mr. Youri Doubinine (Union of Soviet Socialist Republics), has been appointed Russian translator. Mr. Reginald Broadhurst (United Kingdom), has been transferred from the Secretariat of WHO, Geneva, to the post of English copy-preparer in the Printing Division.

Bureau of Conference Planning and General Services. Mr. Fred Barzilay (France), has been appointed purchase assistant in the Purchase and Stores Division.

United Nations Economic and Social Council.

The Economic and Social Council held its twenty-second session, in Geneva, from 9 July to 9 August. Unesco was represented by the Director-General, Mr. René Maheu, Unesco Representative to the United Nations, and Mr. C. M. Berkeley, Chief, Division of Relations with International Organizations.

The Council considered the latest annual report from Unesco, discussing it more particularly from the point of view of concentration of the Organization's resources and co-ordination of certain of its activities with those of other Specialized Agencies. The integration of the different programmes has proved satisfactory in such fields as community development, the study of industrialization and urbanization problems, the utilization of water resources and the peaceful uses of atomic energy.

The Council, which in April had approved the application from Tunisia for admission to membership of Unesco, raised no objection to a similar application from the Government of Morocco. It discussed the implementation of the Expanded Programme of Technical Assistance, examined a number of reports on the economic condition of the world, and postponed its decision on the proposal to create a Special United Nations Fund for Economic Development. In regard to social questions, the Council invited the Member States of the United Nations and the Specialized Agencies to report every three years on the measures taken by them to ensure observance of the fundamental human rights enshrined in the Universal Declaration of 1948.

Coinciding with this session of the Council, a seminar was organized in Geneva, from 23 July to 8 August, for the purpose of promoting, among journalists, a better knowledge of the United Nations and international affairs. Unesco helped in the preparations for this meeting, and Mr. René Maheu delivered an address on 'Social progress throughout the world and cultural development'.

PREPARATION OF INTERNATIONAL CONVENTIONS

Improvement of the International Circulation of Ideas

The Director-General of Unesco has lately communicated to the governments of the Member States of the Organization the texts of several proposals which might be submitted to the Fourteenth Congress of the Universal Postal Union, in August 1957. The object of these proposals is to assist the international circulation of ideas through a wider use of postal facilities.

CONFERENCES, MEETINGS OF EXPERTS AND SEMINARS

Nineteenth International Conference on Public Education

The Nineteenth International Conference on Public Education, organized by Unesco and the International Bureau of Education (IBE), was held in Geneva from 9 to 17 July, under the chairmanship of Mr. Alfred Borel

(Switzerland). It was attended by delegates from 74 States—an increase of 9 over the Conference held in 1955.

After examining the national reports presented on the progress of education during the year 1955-56, the conference discussed the two subjects included in its agenda, viz. school inspection, and the teaching of mathematics in secondary schools. School inspection was the subject of detailed consideration, based on a comparative study made by the IBE in the light of information supplied by the Ministries of Education in 66 countries and on an analytical bibliography prepared by Unesco. The teaching of mathematics was discussed on the basis of the comparative study made by the IBE in the light of information supplied by 62 countries.

The Conference unanimously adopted two recommendations addressed to Ministries of Education. The first concerns the objectives of school inspection, the structure and organization of inspection, inspectors' duties and methods, and inspectors' appointment and status. The second concerns the aims of mathematics teaching and the place given to mathematics in secondary schools, syllabus and methods and the recruitment, training and advanced training of mathematics teachers.

It should be added that the Unesco-IBE Joint Committee held its twentieth meeting, also in Geneva, on 9 July under the chairmanship of Mr. Pierre Micheli (Switzerland). After settling the final details of the organization of the Nineteenth International Conference on Public Education, the Committee was informed of the progress made in the studies undertaken for the twentieth conference, which is to examine the problems arising in connexion with the development of school buildings and with the training of teachers to serve in teachers' training colleges and other institutions for teacher training.

The Role of Fundamental Education in Economic and Social Progress

A meeting of experts in fundamental education was held at Unesco House from 18 to 29 June. Its purpose was to take stock of the work of fundamental education missions which have been operating for the past five years under the United Nations Technical Assistance Programme. The specialists who took part in the meeting were nationals of Belgium, Chile, Egypt, France, India, Japan, Mexico, Peru and the United Kingdom; they had come from 18 countries of Latin America, Asia and Africa, where they are leading fundamental education projects.

In a statement adopted at their final meeting, the experts declared: 'It is not enough to make men better farmers or to improve their health—for neither the prosperous farmer nor the healthy individual is necessarily a better man. Health and productivity are only part of the problem. Education, however, is concerned with man in his entirety. In the past, attempts have been made to improve the lot of humanity, but the twentieth century realizes, more than ever before, that no such improvements are possible unless people want them. Therefore, it is up to the educator to keep pace with change. Unless education does so, improvements seldom last. Today, agencies the world over are trying to give men new skills. But those men—whose countries we call "underdeveloped" in our conceit—have their codes of values. These values serve as their anchor and, if this anchor is endangered by technological progress, education must endeavour to save it or to give them something in its place.'

The causes of Failure in School

Some fifteen experts of different nationalities met at the Unesco Institute for Education at Hamburg, from 28 May to 2 June, in order to examine the causes of failure in school. They studied: (a) the nature and extent of educational failure or retardation among children in primary and secondary schools; (b) the causes of failure, arising within the school, or in the immediate environment or within the child's home; (c) the remedies used or proposed. The conclusions reached by the specialists will be embodied in a report now being prepared by the Unesco Secretariat.

The Contribution of the Social Sciences to Peaceful Co-operation

Unesco organized in Geneva, from 9 to 14 July, a meeting of experts on the contribution of the social sciences to peaceful co-operation between nations. This conference was attended by some fifteen participants from Czechoslovakia, France, Hungary, Poland, Sweden, Switzerland, Union of Soviet Socialist Republics, United Kingdom and United States of America, as well as by observers from the United Nations, the Economic Commission for Europe, the International Social Science Council, the International Economic Association, the International Political Science Association, and the International Union of Scientific Psychology.

In their speeches at the opening meeting, Mr. Luther H. Evans, Director-General, and Professor T. H. Marshall, Director of the Department of Social Sciences, pointed out that the purpose of the conference was not solely to promote the free exchange of scientific views between legal experts, political scientists, economists, historians, sociologists and psychologists from different cultural regions, but also to recommend a programme of further research which might be undertaken in the next two years, whether in the form of co-ordinated work at the interdisciplinary level or of separate research within each of the principal social science disciplines.

Professors Manfred Lachs (Poland) and Philip A. Reynolds (United Kingdom) took the chair in turn at plenary meetings; the Unesco Secretariat carried out the duties of rapporteur, with the assistance of Professors E. Korovine (Union of Soviet Socialist Republics) and W. R. Sharp (United States of America).

The work was divided first between four working parties consisting respectively of economists, jurists, sociologists and political scientists, and later between two interdisciplinary committees. The conference then agreed upon two general themes, namely, study of the theory and historical development of the concept of peaceful co-operation (and co-existence); study of the economic relations between countries with differing economic and social systems.

The experts also endeavoured to determine the time that would be required by the various international social science associations for the completion of the necessary work at the disciplinary and interdisciplinary levels.

A similar meeting—the scope of which was, however, restricted to the study of the contribution of economics to peaceful co-operation—was also held in Geneva from 5 to 7 July. The six economists who met on this occasion came from Poland, Sweden, the Union of Soviet Socialist Republics, the United Kingdom and the United States of America. They advocated the organization by the International Economic Association, under the

sponsorship of Unesco, of an international meeting with the theme 'The level and structure of national production and the determining factors'. This conference is expected to be held next year.

Scientific and Theoretical Aspects of Evaluation

A meeting of experts on the scientific and theoretical aspects of evaluation was organized by Unesco in Montreal (Canada), from 30 May to 1 June, with Professor Otto Klineberg (United States of America) in the chair. The majority of the specialists attending this conference came from Canada and the United States of America. They examined a number of documents, most of them presented under the auspices of the International Social Science Council.

First Session of the Intergovernmental Copyright Committee

The Intergovernmental Copyright Committee, established by the Universal Copyright Convention, held its first session at Unesco House, from 11 to 15 June, under the chairmanship of Mr. Henry Puget (France). Eleven of the 12 Member States of the Committee—Argentina, Brazil, France, German Federal Republic, India, Italy, Japan, Spain, Switzerland, United Kingdom and United States of America—were represented at the session. The twelfth Member State, Mexico, sent an observer. Representatives of the Director of the Bureau of the International Union for the Protection of Literary and Artistic Works and of the Secretary-General of the Organization of American States also attended the Committee's meetings in an advisory capacity. Seven other institutions sent observers.

The Committee first considered the organization of its own work, and then the implementation and operation of the Universal Convention. It went on to study various questions relating to the international protection of authors' rights in general, such as regulation of news and other press information, double taxation of authors' royalties, protection of performing artists, recorders and broadcasters (the so-called 'neighbouring' rights). It paid particular attention to the last-named problem, in view of the fact that the property rights claimed, at the international level, by performers, recorders and broadcasters were regarded in certain countries, at least to some extent, as true copyrights, whilst in other countries the situation was different. The Committee also observed that in any case the exercise of the said rights could not fail to have repercussions upon the exercise of copyright. The Committee was therefore of the opinion that it was incumbent upon Unesco and upon the International Union for the Protection of Literary and Artistic Property to examine in all objectivity the problems raised by the claims in question, and that it was desirable that this should be done in co-operation with the International Labour Organisation. The Committee recommended that the Director-General continue actively the work already begun with a view to achieving an international agreement on a universal basis to protect the appropriate interests of performers, recorders and broadcasters, without adversely affecting the rights of authors.

Towards the Establishment of an International Centre for Educational Films for Television

A meeting of experts for the establishment of an international centre for educational, scientific and cultural films for television was held at Unesco House, from 13 to 20 June 1956, under the chairmanship of Mr. Henri Storck (Belgium).

Thirty experts attended this conference. Some of them had been invited on the proposal of the National Commissions of the following Member States: Belgium, Canada, Cuba, Czechoslovakia, France, German Federal Republic, India, Italy, Union of Soviet Socialist Republics, United Kingdom, United States of America. Others had been invited on the proposal of various international or national organizations, among them the International Council of Educational Films, the International Federation of Film Producers' Associations, the International Broadcasting Organization, the European Broadcasting Union, the Museum of Modern Art in New York, and the United Nations.

The experts recommended that the proposed centre be established, with headquarters in Paris. The centre would be provided with a network of regional or national offices and financed largely by the film industry. Its purpose would be to promote co-operation between the cinema and television and to make the world's production of films and kinescopes more easily available to television companies. To this end, the centre would collect and publish information on offers from producers and on requests from television organizations. It would also organize international festivals and meetings, stimulate production, seek to facilitate the circulation of films—including films offered free of charge by member countries—disseminate information about experiments made in all parts of the world, and give special assistance to countries where television services were newly established. The regional or national offices would co-operate with the centre supplying information; they might also be used as viewing centres and possess film libraries for material of an educational, scientific and cultural nature.

The experts at the meeting in Paris stressed the contribution that television might make to international understanding; they urged that the future centre take energetic action to combat the difficulties which hamper the circulation of educational films.

WORK IN THE FIELD

REGIONAL ACTIVITIES

Regional Science Co-operation Offices

In co-operation with the Institute of Biophysics, the Office for Latin America (Montevideo) organized in July, at Rio de Janeiro, a training course on methodology for the utilization of radio-isotopes. This is the fourth course of its kind to be given in Latin America on the initiative of Unesco's Science Co-operation Office. In July this body helped in the

preparations for an international symposium on modern physics, which was held at the University of Mexico.

The Office for the Middle East (Cairo) organized in that city, from 12 to 21 July, an orientation course in scientific documentation, which was attended by 18 specialists from Egypt, Iraq, Lebanon and Syria. This course included lectures and practical work on the layout and standardization of scientific periodicals, on the organization of national bibliographical centres, on the reading of microfilms, on bibliographical research and the classification of books in Arabic.

A similar course was organized in the capital of India from 1 June to 8 July by the Office for South Asia (New Delhi). It was attended by 10 specialists in documentation from Burma, Ceylon, India and Thailand.

Improvement of the Primary School Curriculum

In recent months, three regional seminars on the improvement of the school curriculum at the primary level have been organized in Europe, Latin America and South Asia respectively, with the help of Unesco. The preparatory arrangements for the first of these meetings, held in Geneva from 3 to 14 April, were made by the Swiss National Commission; it was attended by specialists from 16 countries (Austria, Belgium, Czechoslovakia, France, German Federal Republic, Hungary, Italy, Luxembourg, Netherlands, Poland, Sweden, Switzerland, Turkey, Ukrainian Soviet Socialist Republic, Union of Soviet Socialist Republics and United Kingdom). The second seminar was held in Lima, from 9 to 22 May; it was organized by the Peruvian Government and attended by experts from 11 countries (Argentina, Bolivia, Chile, Colombia, Cuba, Ecuador, El Salvador, Honduras, Peru, Uruguay and Venezuela). Preparations for the third of these meetings were made by the Government of Pakistan; it was held in Karachi, from 14 to 29 May, and attended by 20 delegates from 6 countries (Afghanistan, Burma, India, Iran, Pakistan and Thailand).

Following the discussion of problems pertaining to the preparation, application, evaluation and revision of the school curriculum, each of these meetings concluded with the adoption of a series of recommendations addressed to the States in the region concerned and to Unesco.

European Seminar on Education for International Understanding and Co-operation

A regional seminar on Education for International Understanding and Co-operation, organized by the Swedish National Commission for Unesco, with the assistance of the Organization and in co-operation with the Danish and Norwegian National Commissions, was held in Hamburg from 1 to 7 July. It was attended by 22 educators from 9 countries (Austria, Denmark, Finland, German Federal Republic, Netherlands, Norway, Sweden, Switzerland, United Kingdom). The purpose of the seminar was to examine the programme of co-ordinated experimental activities, in which some 90 schools in 31 countries are taking part.[1] The seminar enabled the principals and teachers of some of these schools to draw up plans, on the basis of the results already achieved, for the continuation of the

1. See *Unesco Chronicle*, vol. I, no. 4, p. 20 and vol. II, no. 3, p. 91.

activities in question. They paid particular attention to the problem of teaching equipment and of audio-visual documentation on the work of the United Nations and the Specialized Agencies. They were greatly interested by the news that Unesco might undertake a large-scale project to promote better understanding between East and West; several of them appeared to contemplate developing this as a study theme.

At about the same time, from 25 June to 4 July, a seminar on teaching about the United Nations was held at the Magkas Folk High School in Denmark. This seminar was organized, with Unesco's assistance, by the World Federation of United Nations Associations, the Danish United Nations Association, and the Mellemfolkeligt Samvirke. It was attended by 40 Scandinavian educators (Danish, Finnish, Norwegian and Swedish), of whom 25 were primary school teachers.

International Painting Courses for Workers

Four courses in painting for workers who devote their spare time to art were arranged this summer in Europe, under a contract concluded between Unesco and the International Federation of Workers Travel Associations. These courses were held in Austria (Kaprun), Belgium (Morlanwelz), Italy (Venice) and the United Kingdom (Oxford). Ninety workers from six different countries (Italy, Netherlands, Norway, Sweden, Switzerland and the United Kingdom) were able to attend the classes.

The Production of Reading Materials in Asia

A regional meeting of experts on the production of reading materials for new literates was held from 11 to 18 June at Murree (West Pakistan). It was attended by 16 experts coming from Burma, Ceylon, India and Pakistan and by the Indian and Pakistani holders of fellowships granted on this occasion by Unesco. The later supplied the working papers, a collection of books of reference and an exhibition of reading materials; it also seconded several consultants to the meeting.

The experts discussed the national reports submitted by the four participating countries and the Secretariat document explaining Unesco's work in this field. On the basis of this documentation, they drew up a report to the Director-General defining the needs of the region and proposing a series of measures that might be taken at the local, national or regional level to meet those needs. They drew attention to the chief difficulties encountered in the region and the measures needed to overcome them: training of competent staff; co-ordination of the work done by a number of governmental or private institutions; execution of a large-scale programme of research on the problems involved in the preparation, production and distribution of reading materials; encouragement of the authors, producing organizations, publishers, booksellers and libraries concerned in the production and utilization of texts for reading.

As regards Unesco's programme in this field, the experts took the view that the Organization should concentrate on the training of staff and on fundamental studies and research, the centralization and dissemination of information, and assistance to competent institutions for the production of model reading materials.

Study of the Social Implications of Industrialization in South Asia

The Advisory Committee to the Research Centre on the Social Implications of Industrialization, set up by Unesco in Calcutta, met in New Delhi from 17 to 19 July. It was attended by representatives of the Member States in the region, the United Nations and the Specialized Agencies, and by observers from the principal non-governmental organizations concerned.

The discussion bore particularly on the centre's scientific programme for the next few months. The experts had to choose between three subjects of research: (a) the psychological, cultural and social factors affecting productivity; (b) the social aspects of the development of small-scale industries; and (c) the impact of rapid economic changes on law and customs. It was finally decided that the centre should take up the first of these subjects.

It was also agreed that six fellowships would be granted every year to young sociologists.

AID TO MEMBER STATES

Several experts have been sent out on mission as part of the 'direct aid' accorded by Unesco to its Member States in fields which are not part of the Expanded Programme of Technical Assistance.

Mr. D. G. Ruarus (Netherlands) has been appointed to advise the Iranian authorities in connexion with the organization of an educational guidance service. Mr. K. I. L. M. Peters (Netherlands) is to help in the improvement of educational documentation services in Yugoslavia. Mr. L. Hernandez-Cabrera (Mexico) has been appointed to assist the director of the fundamental education centre in Korea.

Mr. Bourricaud (France) has taken up his duties as professor of sociology at the University of San Marcos, Peru. The Government of Pakistan has announced its acceptance of the candidature of Professor P. Bessaignet (France) to the chair of sociology at the University of Dacca.

In regard to the preservation and restoration of monuments, two specialists have been sent on mission: Mr. B. Civiletti (Italy) to Karachi (Pakistan) and Professor G. Kubler (United States of America) to Cuzco (Peru). Messrs. P. Coremans (Belgium) and T. Orselli (Italy), who had been carrying out similar missions, in Indonesia and Libya respectively, presented their reports to the governments concerned in June.

Mrs. Desroches-Noblecourt (France), Unesco adviser for the Documentation and Study Centre for the History of the Art and Civilization of Ancient Egypt, completed her seventh mission in July. Mr. John C. Irwin (United Kingdom) is to help the Indonesian authorities in planning the new museums which will shortly be established at Jakarta, Jogjawarta and Solo. After acting as adviser to the Government of Jordan for the modernization of the public libraries in the country, Mr. H. V. Bonny (United Kingdom) went to Afghanistan on a similar mission.

Mr. J. A. Mora, who since 1946 has been attached to the Latin-American service of the BBC, has been sent to Colombia as an expert in educational broadcasting. Mr. Mora is of Colombian nationality; he will work for six months at Radio Sutatenza whose vast network of radio schools was set up in 1947 by Father José Joaquin Salcedo. Radio Sutatenza reaches a public of 500,000 persons, living in the remotest villages of the Andes.

Experts sent on Mission

Under the United Nations Expanded Programme of Technical Assistance, Unesco sent 18 experts on mission during the months of June and July. The purpose of each mission and the name and nationality of the expert appointed are given below, in respect of the 12 countries and the 2 regions benefiting from this new aid.

Afghanistan: participation in the execution of the fundamental education project, Mr. I. Selim (Egypt).

Brazil: participation in the operation of the Centro de Altos Estudos Educacionais, and anthropological research, Dr. Otto Klineberg (United States of America); geological studies in connexion with the project for the development of the Amazon regions, Mr. E. Aubert de la Rue (France).

Ecuador: reorganization of physics teaching in primary and secondary schools, Mr. F. Gutierrez (Chile).

Egypt: participation in the operation of the Desert Institute, and geophysical research, Mr. P. R. Kintzinger (United States of America); participation in research on solar energy at the Desert Institute, Mr. H. Heywood (United Kingdom); course in agriculture in connexion with the technical education project, Mr. C. Richard (United States of America).

Indonesia: participation in the development of secondary education, Mr. A. Overas (Norway).

Iran: participation in the reform and development of agricultural education, Mr. S. de Graw Law (United States of America).

Libya: natural science teaching at the Teachers' Training College, Tripoli, Mr. E. Butros (Lebanon).

Mexico: printing of school textbooks, Mr. A. A. M. Stols (Netherlands).

Pakistan: participation in the execution of the fundamental education project, Mr. K. Neijs (Netherlands).

Sierra Leone: participation in the execution of the teacher training project, Mr. J. S. Benben (United States of America).

Sudan: participation in the execution of the fundamental education project, Miss S. Rahman (India).

Thailand: participation in the organization of secondary education in Chachoengsao region, Mr. J. E. Audric (United Kingdom); participation in the rural extension of primary education in the same region, Mr. P. C. Blake (United States of America).

Latin America: participation in the organization of educational services in the Andean Highlands, Mr. L. Sosa Osario (Mexico); organization of school inspection services under the project for the co-ordination of educational activities in Central America, Mr. D. Gonzalez (Cuba).

Middle East: participation in the operation of the Arab States Fundamental Education Centre at Sirs-el-Layyan (Egypt), M. S. N. Ranade (India).

On 31 July 1956, there were 199 Unesco experts on technical assistance missions.

Fellowships

Under the same programme, Unesco awarded 10 fellowships during June and July. The fellowship holders came from Afghanistan (3), Argentina, Burma, Colombia, Egypt, India (2), and Iran. In order complete their training they have visited or will visit one or more of the following countries: Denmark, Norway, Sweden, Turkey, United Kingdom, United States of America.

Co-operation with International Non-governmental Organizations

Fifth Conference of International Non-governmental Organizations approved for Consultative Arrangements with Unesco

The Fifth Conference of International Non-governmental Organizations approved for Consultative Arrangements with Unesco was held in Paris from 5 to 8 June, under the chairmanship of Dr. J. R. Rees (World Federation for Mental Health). It was attended by 182 delegates from 86 organizations.

The delegates divided up into seven groups to discuss, with members of the Secretariat, certain projects included in the programme proposed by the Director-General of Unesco for 1957-58 which could be implemented with the help of non-governmental organizations.

At its plenary meetings, the Conference dealt with the participation of non-governmental organizations in the specialized meetings called by Unesco and adopted a recommendation designed to facilitate such participation. The problems relating to co-operation between the non-governmental organizations and the National Commissions for Unesco were discussed at length; the delegates unanimously adopted a resolution containing several suggestions for the improvement of the existing system of relations. The Conference also considered with interest the reports of two working parties, on education for international understanding and co-operation and on the social impact of industrialization. Sixty-four organizations co-operated with these two working parties, which have been working on the questions referred to them since the previous Conference (February 1954).

Before the close of the Conference, the delegates elected the new standing committee which is responsible for the implementation of the Conference's recommendations and for making the preparations for the next meeting. Dr. G. Riegner (World Jewish Congress) was elected chairman of that body.

International Federation of Teachers' Associations

The International Federation of Teachers' Associations held its twenty-fifth conference at Montreux (Switzerland) from 24 to 27 July; 62 delegates from 19 national associations were present. The discussions bore largely on the following questions: the influence of the teacher on the well-being of

the community, and the work done by national associations for the promotion of international understanding.

The Executive Committee of the International Federation of Secondary Teachers also met at Montreux, from 25 to 27 July. Fifty delegates representing 27 national associations discussed, among other matters, 'the development of the sense of social responsibility through education'.

From 26 July to 10 August, the Conference of Internationally-Minded Schools organized at Haarlem (Netherlands) a seminar on Cultural collaboration with the Orient; and an international conference of educators was held at Royaumont (France), from 1 to 8 August, under the sponsorship of the School Affiliation Service of the Quaker International Voluntary Service.

International Council of Scientific Unions

The Bureau and the Executive Board of the International Council of Scientific Unions (IOSU) met at Bagnères-de-Bigorre (France) from 15 to 20 June. The draft statutes of the Fondation Internationale du Pic-du-Midi were approved at this meeting. The Board expressed great interest in Unesco's oceanic research programme; it also thanked the Organization for its contribution to the preparations for the International Geophysical Year 1957-58. In this connexion mention should likewise be made, of two regional conferences which have been held, one at Stockholm from 22 to 25 May, and the other at Rio de Janeiro from 16 to 20 July.

The International Union of Pure and Applied Physics has lately organized two symposia; one at Cambridge (United States of America) from 18 to 24 June, on physical and physiological acoustics; the other at Amsterdam from 2 to 7 July, on nuclear radiations. The International Union of Biological Sciences held a similar meeting at Providence, Rhode Island (United States of America) from 23 to 26 July, on cyto-differentiation.

Council for International Organizations of Medical Sciences

The Council for International Organizations of Medical Sciences (CIOMS) organized a symposium on connective tissue, which was held in London from 21 to 24 July and attended by 27 specialists from 11 countries. The Fédération Internationale de Médecine Sportive held its eleventh conference at Burgenstock (Switzerland) from 29 May to 1 June. The Eighth International Congress of Paediatrics was held at Copenhagen from 22 to 27 July.

Union of International Engineering Organizations

The Executive Council of the Union of International Engineering Organizations (UIEO) met in Paris on 11 May; it discussed various administrative problems and selected 3 May 1957 as the date of the Third General Assembly of the Union. The International Conference on Large Electric Systems held its sixteenth session in Paris from 30 May to 9 June; the World Power Conference met in Vienna from 17 to 23 June, and the Fifth Congress of the International Association for Bridge and Structural Engineering was held in Lisbon from 25 June to 2 July.

The International Congress on Automation was held in Paris from 18 to

24 June, and at Namur (Belgium), from 25 to 30 June an international congress on cybernetics was held which decided to establish an international union of cybernetics. The fifth general assembly and the sixteenth session of the executive committee of the International Union for the Protection of Nature were held in Edinburgh from 19 to 28 June.

European Organization for Nuclear Research

The European Organization for Nuclear Research (CERN) held an international symposium on electro-nuclear accelerators, detection techniques and the physics of high energy particles, in Geneva from 11 to 22 June. Specialists from several countries (Australia, Canada, Czechoslovakia, India, Japan, Spain, Union of Soviet Socialist Republics, United States of America) which are not members of the European Organization for Nuclear Research, went to Switzerland to attend this meeting and the United States and Soviet Union delegations each had about 50 members.

Entirely new principles were explained, the practical application of which will make it possible to improve considerably the performance of electro-nuclear accelerators.

International Federation of Associations for Classical Studies

The General Assembly of the International Federation of Associations for Classical Studies was held in Amsterdam from 19 to 21 July. It reached decisions concerning: the preparation of the Third International Congress of Classical Studies, to be held in London in 1959; the list of activities for which financial assistance might be asked of Unesco for 1959 and 1960; the participation of the Federation in the execution of Unesco's project concerning the role of humanistic studies in culture and education.

International Association of Plastic Arts

The Executive Board of the International Association of Plastic Arts met at Unesco Headquarters from 2 to 5 July, under the chairmanship of Mr. André Lhote (France). The discussion bore mainly on the measures to be taken to secure the free movement of works of art from one country to another without restrictions or customs duties. In order to facilitate exchanges of artists, the national committees were asked to draw up lists of painters, sculptors, and architects who would be willing to receive foreign colleagues as guests. After noting with satisfaction that 14 national committees had been set up since its last session, the Executive Board considered the organization of the next congress of the Association, to be held at Dubrovnik (Yugoslavia) from 23 to 28 September 1957.

The Executive Council of the International Society for Education through Art met at Unesco Headquarters from 25 to 29 June, under the chairmanship of Mr. Edwin Ziegfield (United States of America).

International Folk Music Council

On the invitation of the Institut International de Musique pour la Jeunesse et de Musique Folklorique, the International Folk Music Council held its ninth conference at Trossingen (German Federal Republic) from 23 to

31 July, under the chairmanship of Professor A. E. Cherbuliez (Switzerland). Participants from 20 countries reviewed the various activities of the Council: organization of popular music and dance festivals; preparation of programmes of folk music for broadcasting; publication of the *Journal of the International Folk Music Council*; publication of booklets on folk music problems; compilation of a series of *International Folk Song Books* (the first volume, of songs from Europe, is to be issued shortly); production, in co-operation with the gramophone and film industries, of records and documentary films; establishment of a scientific commission for the study of folk music; study of the copyright problem as it relates to popular music.

International Theatre Institute

The Editorial Committee of the International Theatre Institute met at Unesco Headquarters on 14 and 15 June, under the chairmanship of Mr. Kenneth Rae (United Kingdom). It discussed the preparation of the forthcoming numbers of the periodical *Le Théâtre dans le Monde / World Theatre*, which will deal with popular drama and folk dances. An important work entitled *World Theatre Decor* is shortly to be added to the series published by the Institute.

PUBLICATIONS

The Teaching of Reading and Writing

The importance of a publication on *The Teaching of Reading and Writing* in the execution of Unesco's programme will be apparent to anyone who knows the concern of the Organization with the promotion of literacy. The essential part played by literacy in social progress and the improvement of material living conditions is almost universally recognized today. The multiplicity of national, regional and international efforts to teach children and adults to read and write is a clear testimony to the awakening of mankind's conscience in this matter, as well as to the acceptance of the role that 'fundamental' or 'social' education have to play in the building of a better world.

But the acceptance of a principle and its application in practice are two different things. Under the Universal Declaration of Human Rights, 'everyone has the right to education'. But what kind of education? Up to what level? And imparted by what methods? These are controversial questions. It is generally agreed that everyone should be taught to read and write, but for at least 80 years there have been major differences of opinion regarding both the aims of a reading or writing programme and the methods to be employed, whether the pupils be children or adults.

The present book, written by Mr. William S. Gray, professor at the University of Chicago, does not claim to give a final answer to these questions. It is an attempt to review prevailing practices, to evaluate, on the evidence available, the efficacy of methods being employed, and to sum up, in a form convenient to educators and administrators, the results of research and experience which have made significant contributions to this subject. It is the fruit of four years' effort—an effort in which not only the author and the Unesco Secretariat have shared, but also a large number of national institutions and individual specialists.

This study is being published in three editions—English, French and Spanish.[1] The three versions differ considerably, for the English original has not simply been translated into the other languages; an attempt has been made, by enlisting the aid of two recognized authorities—Jean Simon for the French, and Rodriguez Bou for the Spanish—to adapt the original so as to fit it for use by educators using the French and Spanish languages.

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1. ***The Teaching of Reading and Writing.*** **U.S.A., Chicago, Unesco/Scott Foresman and Co., 281 pp., $3.00; U.K., London, Unesco/Evans Brothers Ltd., 284 pp., 15/- paper, 18/6 cloth (Series, *Monographs on Fundamental Education*). Also in French: Paris, Unesco/Hatier édit., 316 pp. with illustrations, 700 fr.; $3.00; 14/6. To be published in Spanish.**

The book consists of an introduction and 12 chapters, the last of which sets forth, by way of conclusions, a co-ordinated programme for the teaching of reading and writing. According to Mr. Simon, it can also be divided up into four sections. The first discusses the role of writing in modern civilization and the part it can and should play in the development of peoples whose cultures are only slightly evolved or restricted to a small elite. The second reviews the scientific data relating to the teaching of reading. The third examines the methods used in that teaching and the organization of reading programmes. The last part deals with the teaching of writing.

The Role of Reading and Writing in Fundamental Education

'The promotion of literacy is not an end in itself', writes Professor Gray. 'It is rather an integral part of a broad attack on all the conditions that are detrimental to individual welfare and retard group progress.

'As one of the vital factors in this process, fundamental education seeks to help people understand their immediate problems and provide them with the aptitudes and skills needed for solving them through their own efforts. In carrying out these purposes, every means of communicating ideas and all available aids to learning are used. Although concrete aids to learning are employed almost entirely in the initial attack on problems, sooner or later ability to read and write is essential in promoting individual and group progress.

'Reading is of great value in meeting the practical needs of daily life, in improving health and standards of living, in acquiring a growing sense of citizenship and willingness to work for the good of all, in widening one's understanding of the world, broadening one's cultural background, and satisfying religious needs and aspirations. It is of particular importance in the study of personal problems.

'If reading and writing are to achieve the broad purposes outlined above, the minimum standards of literacy that prevailed earlier are no longer adequate. Instead, the training must be continued until functional literacy is attained. This was defined as that level of ability to read and write which enables individuals to engage effectively in all those activities normally undertaken within a specific group and within the broader culture of which it is a part.

'The nature and scope of literacy programmes and many of the specific ends to be achieved are definitely influenced by the needs and conditions prevailing in specific areas. This is due to the fact that individuals and groups are in large measure the products of their cultural heritage. They vary in their needs, level of advancement and aspirations, in their anthropological and historical background, their geographic location and their contacts with other cultures and groups, and in the various social, economic, political, religious and educational forces operating among them. As a result, the nature and extent of their immediate need for literacy differ widely.'

Nature of the Reading Process in Various Languages.

According to Mr. Gray, 'Two main principles have been adopted as valid guides in planning literacy training: first, the nature and duration of the

training should be adapted to the needs of the specific group served, and secondly, the reading and writing activities provided should be based on the immediate interests, motives and purposes of those taught.

'The nature of the training given is further influenced by the form and structure of the language involved. Specific problems encountered in developing skill in world recognition depend, in part, on the kind of characters used in the written language. Moreover, many languages which employ the same kind of characters differ in other important respects which make the use of special techniques necessary.

'Fortunately, however, the reading act as such is the same in most, if not all, languages. For example, all good readers read with their minds intent on meaning. As they do so their eyes move along the lines in a series of short alternate movements and pauses. As a rule, they recognize words as wholes, usually in units of two or more. At times, they make regressive or backward movements along the lines in the effort to grasp a new word accurately or to obtain a clearer sense of the meaning. However, they have mastered the basic reading skills so well that they engage with little or no difficulty in either silent or oral reading.

'The basic attitudes and skills involved in reading are the same in all languages, and may be classified under four heads: the accurate perception of words, a clear grasp of the meaning of what is read, thoughtful reaction to the ideas acquired, and their use or application. This provides a common framework, or set of objectives, within which many of the problems faced to-day in promoting world literacy can be discussed to advantage.'

Methods of Teaching

'The methods of teaching reading which have been used in the past vary both in their nature and in the assumptions that underlie them', observes the author. 'They were studied first historically to identify the trends which developed as a result of tested experience. The earliest methods concentrated at the beginning on the elements of words, on the assumption that a mastery of them was an essential aid to word recognition. These methods were followed in turn by others which made use from the beginning of word wholes and larger language units. The words thus learnt were sooner or later broken down into their elements and used as aids to word recognition. The assumption was that the meaning of what is read should be stressed from the beginning, and that this approach to word mastery harmonizes closely with the way in which both children and adults learn in general. Recent trends have been eclectic in character, thus incorporating into a single system many elements of earlier teaching procedures of established worth. They are also learner-centred, on the assumption that learning is more rapid and effective when the materials used are based on the learner's immediate interests and felt needs and the methods are adapted to his level of maturity and unique characteristics.

'A study of the results of research into methods of teaching reading led to four significant conclusions: (a) A given method does not always produce equally good results wherever it is used. This implies that there are other factors, such as the efficiency of the teacher and the capacity of the learner, that influence progress. (b) Different methods produce different attitudes and skills. For example, primary emphasis on the elements of words promotes skill in word recognition; that on whole words develops a concern

for the content of what is read. (c) The use of different methods starts pupils on different roads towards ability to read. To ensure efficient reading, all aspects of reading must sooner or later be cultivated. (d) Best results are secured, as a rule, when both a clear grasp of meaning and accuracy in word recognition are stressed from the beginning.

'The chief trends in the teaching of handwriting have been similar to those in reading. As a result, initial writing activities in the case of both children and adults start with the writing of whole words, supplemented by training in specific elements where needed. The use of simplified forms of writing is preferred during the early stages. Instruction in handwriting parallels that of reading from the beginning. Although the materials used in teaching handwriting are based far less than formerly on the contents of primers, handwriting is used as soon as possible as an aid in mastering word recognition and spelling.'

A Literacy Programme

Professor Gray's conclusions deal with the planning of a literacy programme for adults. They give a very comprehensive outline of the organization of this work: the structure and operation of bodies responsible for the advancement of culture are described; teaching methods and the guiding principles for the preparation of primers are summarized; different aspects of teacher training are considered. After evaluating present knowledge in the field, the author indicates the directions which future research should take in order to make new progress in literacy techniques. In conclusion he makes a moving general appeal. Convinced that the ability to read and write is bound to contribute to the well-being of mankind, the improvement of international understanding and the maintenance of peace, he appeals to those responsible for the direction of affairs to come to a clearer realization of the present situation and find the resources required to open the way to new constructive efforts.

Unesco hopes that this study will influence the concepts and practices of educators and administrators, not only directly but also indirectly, in that it will serve as a basis for teachers' manuals prepared in many languages. As Mr. Jean Simon says of it, 'general ideas are combined with practical considerations and advice'. From this book a Minister of Education may derive useful suggestions for a literacy campaign, whilst teachers may draw on it for material for their lessons.

'It is not a work that will revolutionize teaching', adds Mr. Simon. 'Nor is that its purpose. In his methodical and well thought-out book, W. S. Gray has presented in orderly fashion a vast amount of documentary material. But he has not contented himself with orderly arrangement; he has attempted a personal synthesis, which calls for reflection on our part. The author has achieved the main objectives that were set for him, and he has left no general ideas or technical details unelucidated. It is now to be hoped that his work will have the desired result.'

BIBLIOGRAPHICAL NOTES

(Further Unesco publications on educational problems, issued early this year.)

BOOKS AND DOCUMENTS

International Yearbook of Education, Vol. XVII, 1955. Unesco-IBE (publication no. 169). Paris-Geneva, 451 pp. Price: 12 Sw. frs; 1,000 Fr. frs; $3.50; 20/6. (Also in French, publication no. 168.)

For summary of this book see *Unesco Chronicle*, vol. II, no. 5, p. 158.

Compulsory Education in the Arab States. Unesco, Paris, 83 pp. (*Studies on Compulsory Education*, XVI.) Price: 250 fr.; $1.00; 5/-. (Also in French.)

Brief comparative study of primary education in the Arab countries, prepared after the regional conference held in Cairo in 1954.[1] Showing the problems which these countries are facing in their attempts to expand and improve educational facilities and the methods—in use or envisaged—for dealing with those problems.

Fundamental, Adult, Literacy and Community Education in the West Indies, by Dr. H. W. Howes. Unesco, Paris, 79 pp. (*Educational Studies and Documents*, XV.) Price: 150 fr.; $0.50; 3/-. (Also in French.)

For summary of this work see *Unesco Chronicle*, vol. II, no. 3, p. 103.

Some Studies in Education of Immigrants for Citizenship: Australia, Brazil, Canada, Israel, by C. A. Price, Manuel Diégues Jr., Joseph Kage and Joseph Shaked. Unesco, Paris, 46 pp. (*Educational Studies and Documents*, XVI.) Price: 100 frs.; $0.40; 2/-. (Also in French.)

The education of immigrants for citizenship of a new country—whether it takes place in the country of origin before departure or in the host country after arrival—is a practical test of the usefulness of educational means for promoting international and intercultural understanding. In recent years, a variety of circumstances has led to an increasing preoccupation with this problem. There is a new awareness in countries, such as Brazil, which have a long established tradition of immigration, that failure to absorb settlers culturally and psychologically as well as geographically results in serious complications. The mass migration programme of the new State of Israel and the stepped-up migration programmes initiated in such countries as Australia and Canada, have further encouraged a concern with the education of migrants.

Each country has necessarily dealt with common problems in its own way; but the methods employed in one country may sometimes be suitable for adaptation in another or, at any rate, may provide some indications of profitable lines of approach. It is in this hope that the present collection of studies has been prepared.

Literacy Teaching: A Selected Bibliography. Unesco, Paris. (*Educational Studies and Documents*, XVIII.) Price: 100 frs.; $0.40; 2/-. (Also in French, 46 pp.; to be issued in Spanish.)

This analytical bibliography, which includes 217 titles, deals mainly with the organisation and methodology of literacy teaching. It will be useful to readers of Professor Gray's book, *The Teaching of Reading and Writing*, who wish to make a further study of certain questions.

PERIODICALS

Education Abstracts. Monthly publication. Unesco, Paris. Annual subscription: 450 frs.; $1.75; 9/6; Price per issue: 50 frs.; $0.20; 1/-. (Also in French and Spanish.)

This periodical summarizes recent publications likely to be of interest to educators. Each issue deals with a specific problem and contains a bibliography followed by brief reviews of books or articles.

Vol. VIII, no. 1: Official Reports on Education.
Vol. VIII, no. 2: Museums in Education.
Vol. VIII, no. 3: The Education of Rural Youth: some out-of-school activities.
Vol. VIII, no. 4: Education in Japan.
Vol. VIII, no. 5: Inspection and Supervision of Schools.
Vol. VIII, no. 6: School Co-operatives.

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1. See *Unesco Chronicle*, vol. I, no. 1, p. 32.

Fundamental and Adult Education. Quarterly bulletin. Unesco, Paris. Annual subscription: 250 frs.; $1.00; 5/-. Price per issue: 75 frs.; $0.30; 1/6. (Also in French.)

This periodical contains articles on important new developments in fundamental and adult education, on projects being carried out in this field, and on the general principles adopted in their application. Recent issues include:

Vol. VIII, no. 1: 'Production of literature for adults in India', by P. D. Shukla; 'The organization of follow-up literature for mass literacy campaigns', by Peter du Sautoy; 'The functions and organization of a literature bureau' (part II), by Bruce Roberts.

Vol. VIII, no. 2: 'Mexican popular art: an educational experiment', by Daniel F. Rubin de la Borbolla; 'A rural museum education programme', by Louis C. Jones; 'The role of the museum in educational work with adults; some examples from Ceylon', by U. A. Gunasekara.

Vol. VIII, no. 3: 'Some criteria for the evaluation of the training of extension workers in fundamental education programmes', by T. R. Batten; 'The Calioub home economics extension programme for rural women in Egypt', by Mary A. Ross; 'The women's welfare scheme in Uttar Pradesh, India', by M. Geldens; 'Training for community development work in Mexico', by Dr. José Figueroa Ortiz; 'A Chicago experiment in educational television', by John W. Taylor.

Current School Enrolment Statistics / Statistiques des Effectifs Scolaires, no. 2: January/ Janvier 1956. Half-yearly bilingual publication. Unesco, Paris. Price: 100 frs.; $0.40; 2/-.

This booklet presents, in tabular form, the latest enrolment statistics for schools in various countries. The information is gathered from reports of Ministries of Education, statistical yearbooks, statistical bulletins, and reports to the United Nations and Unesco.

PROVISIONAL TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS

October, November and December 1956

Meetings of international non-governmental organizations subsidized by Unesco and held at Unesco House are marked by an asterisk.

Date		*Place*
OCTOBER		
1*	International Music Council (CIM). Executive Committee.	UNESCO
1-3	Committee of Art Advisers for the construction of the Unesco Headquarters Building.	UNESCO
1-5	Regional Conference of experts on the exchange of publications in Latin America.	HAVANA
2	Meeting of the Standing Committee of International non-governmental organizations.	UNESCO
2-6*	International Music Council (CIM). General Assembly.	UNESCO
3	Working parties of international non-governmental organizations. International understanding and industrialization.	UNESCO
3-4*	Preparatory meeting for a conference on 'Man in University and Society' (convened by Pax Romana and World's Student Christian Federation).	UNESCO
4-20	Regional Science Teaching Conference for South-East Asia.	BANGKOK
8*	International Music Council (CIM). Radio Committee of the International Folk Music Council.	UNESCO
9*	International Music Council (CIM). Committee of experts on Free Circulation of Gramophone Records.	UNESCO
10*	Co-ordinating Committee for International Voluntary Work Camps.	UNESCO
13-16 and 25	Eleventh session of the Advisory Committee on Arid Zone Research.	CANBERRA AND MELBOURNE
15-16	Meeting of experts on the tasks, organization and equipment of the International Computation Centre.	ROME
17-18	Symposium on Computation Methods.	ROME
17-19	Working party to make selection for *Catalogue of Colour Reproductions of Paintings from 1860 to 1957.*	UNESCO
17-20	Symposium on Arid Zone Climatology with special reference to micro-climatology (convened jointly by Unesco and the Australian Government).	CANBERRA
22-23 and 27	First session of the International Advisory Committee on Marine Sciences.	LIMA
22-24	Meeting of experts on the establishment of an international body to study the influence of mass media on children.	UNESCO
24-26	International seminar on problems confronting biological and physical oceanography.	LIMA
26	Meeting of the committee of experts in charge of the preparation of the 1956 travelling science exhibition.	UNESCO

31 Oct. - 3 Nov. and from time to time during General Conference	Executive Board, forty-fifth session.	NEW DELHI

NOVEMBER

Date not decided	Special committee of certain members of the Advisory Committee on Arid Zone Research.	NEW DELHI
5 Nov. - 5 Dec.	General Conference, ninth session.	NEW DELHI
12-17	Symposium on pharmaceutical botany (convened by the Science Co-operation Office for Latin America).	HAVANA
14*	Co-ordinating Committee for International Voluntary Work Camps.	UNESCO
16-17*	Executive Committee of the Council for International Organizations of Medical Sciences (CIOMS).	UNESCO

DECEMBER

1-20	Conference on Vocational and Technical Education for Arab Countries of the Near and Middle East (convened by the Egyptian Government with the participation of Unesco/ILO/FAO).	CAIRO
6	Executive Board, forty-sixth session.	NEW DELHI
12*	Co-ordinating Committee for International Voluntary Work Camps.	UNESCO
14	Meeting of the committee of experts in charge of the preparation of the 1956 travelling science exhibition.	UNESCO

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